

Children's Home Society Improvement/Progress Report Form

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| Principle: 4 Procedural Safeguards | | | | |
| <p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>24:05:30:17. Consent. "Consent" means that the parents have been fully informed in the native language or another mode of communication of all information relevant to the activity for which consent is sought in the native language or another mode of communication; the parents understand and agree in writing to the carrying out of the activity for which consent is sought; the consent describes that activity and lists any records which will be released and to whom; and the granting of consent by the parents is voluntary and may be revoked in writing at any time.</p> <p>24:05:13:01. Definitions</p> <p>"Parent," a natural or adoptive parent, a guardian, a person acting in the place of a parent such as a grandparent or stepparent with whom the child lives, a person who is legally responsible for the child's welfare, or a surrogate parent who has been appointed in accordance with this article, but not the state if the child is a ward of the state.</p> <p>Through a review of 4 student records, the monitoring team found prior notice/consent for evaluation was signed by individuals from the Department of Social Services. An employee of the state may not act in the role of the parent for the provision of educational consent.</p> | | | | |
| <p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The agency ensures parents are fully informed of all information relevant to the activity for which consent is sought.</p> | | | | |
| <p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Upon admission, all consent for evaluation for special education eligibility will be obtained from child's parent or guardian. If referring agencies have guardianship, a surrogate parent will be assigned to fulfill this responsibility.</p> | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

6 month reporting date 8/12/04 X
 12 month reporting date 2/12/05
 Closed 4/18/05

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| <p>1. What will the district do to improve? The agency will revise the admission policy and procedures so the prior notice/consent for evaluation is signed by the parent or surrogate parent in the event parental rights have been terminated or referring agency maintains custody.</p> <p>What data will be given to SEP to verify this objective? A brief overview of the policy/procedural change and the date of the adoption will be submitted to SEP.</p> | <p>February 15, 2004</p> | <p>CHS Administration and Education Coordinators</p> | <p>Met August 13, 2004</p> | |
| <p>Please explain the data (6 month) Children's Home Society amended its Admission Procedures by describing all the assessments done as a matter of protocol for all admissions to CHS. Permission to evaluate is obtained, either at admission or shortly afterwards, describing the assessments to be administered. Department of Social Services social workers are no longer allowed to sign the Parent Permission for Evaluation. This change was implemented by January of 2004</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |
| <p>2. What will the district do to improve? A "parent" (according to the definition above) will provide written consent for evaluation in all situations where parental rights have been terminated. An employee of the state may not act in the role of the parent for the provision of educational consent.</p> <p>What data will be given to SEP to verify this objective? The agency will review the files of all students entering the agency during the 6 month reporting period. The following data will be reported to SEP:</p> <ol style="list-style-type: none"> 1. The total number of files reviewed. 2. The number of times someone other than the child's natural parent signed consent. (Parental rights had been terminated) 3. The number of times the person providing the consent met the definition of "parent". | <p>December 31, 2004</p> | <p>CHS Administration and Education Coordinators</p> | <p>On going</p> | <p>Met February 9, 2005</p> |

6 month reporting date 8/12/04 X
12 month reporting date 2/12/05
Closed 4/18/05

Please explain the data (6 month) Sioux Falls Children's Home reviewed 32 files of students entering the agency during the reporting period of January 2004 through June of 2004. Of these files reviewed, 10 had Parent Permission for Evaluation signed by someone other than the parent. In 6 of 10 files, the person signing met the definition of "parent". In the remaining 4, a surrogate was assigned when, in fact, parental rights had not yet been terminated. Black Hills Children's Home reviewed 18 files during the same reporting period. Of these files reviewed, 6 had Parent Permission for Evaluation signed by someone other than the parent. In 2 Of 6 files, the person signing met the definition of "parent".

Explanation of Progress: Children admitted to CHS by the Department of Social Services and for whom DSS has legal guardianship, Parent Permission for Evaluation form will be given to the DSS Social Worker by the CHS Admissions Coordinator in order to obtain signatures from the parents. Many children admitted in this manner have parents who may be in the process of working toward reunification with their child/children; others are in the process of having parental rights terminated. Since termination is not finalized, appointing a surrogate is not an option. We are currently working with DSS to develop a plan to ensure parents have an opportunity to be involved in this process, even in cases when visitation/contact with the parents is limited.

Please explain the data (12 month) Sioux Falls Children's Home reviewed 32 files of students entering the agency (27 to Madsen House; 5 to Day Program) between July 1, 2004 and December 31, 2004. Of the 27 Madsen admissions, 21 had consent for evaluation signed by parents. Six children needed consent by surrogates. Four of the six were signed by people who fit the definition of parent. Two consents were not returned by social workers. Of the 5 Day School admissions, three had consent for evaluation signed by parents and the other two were not evaluated for eligibility as they had been recently assessed and came into the program with current Individual Education Plans from their school districts. Neither required surrogates.

At the Black Hills Children's Home, 26 files were reviewed. The number of times someone other than the child's natural parent signed the consent was 16; the number of times the person providing the consent met the definition of "parent" was 24. There were two cases in which the parent refused to give consent. This was due to disagreement between the parent and the Department of Social Services in regard to the child's placement at Children's Home. Neither child was tested. One child was already receiving special education services as identified in the public school prior to admission. The other child was not demonstrating any learning difficulties according to informal observations. The child's prior history did not indicate any previous educational difficulties or need for special education services.

Explanation of Progress: Efforts to ensure that these procedures are followed are ongoing. CHS Education Directors on both campuses have talked to social workers about clarification that they cannot sign consents for evaluations. No files contained consent forms signed by social workers. Admissions procedures have been revised to ensure that social workers accompanying the child during the admission process receive the consent form in order to obtain parental consent and arrangements are made to return these forms to CHS. The Admissions Coordinators document that forms have been sent. In addition, in the areas where assessment materials are kept, a sign is posted reminding the evaluator to check to see that consent has been returned.

6 month reporting date 8/12/04 X
12 month reporting date 2/12/05
Closed 4/18/05

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| Principle: 5 Individual Education Program | | | | |
| Present levels: (Statement of present levels of performance that resulted in area of non-compliance) 24:05:27:01:03 Content of individualized education program A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In 18 of 19 files reviewed, functional assessment data was not present in the evaluation reports; therefore, no link to evaluation was seen. Parent input was not documented in 6 files reviewed. 10 of 15 files reviewed did not state how the disability of the student affected their involvement and progress in the general curriculum. | | | | |
| Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The agency ensures the IEP contains all required content. | | | | |
| Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The present levels of performance will contain strengths and needs for each skill area affected by the disability that is linked to evaluation. The present levels of performance will contain how the disability affects the student's involvement/progress in the general curriculum and parent input. | | | | |
| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |

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| <p>1. What will the district do to improve? For each skill area affected by the disability, the skills the student is able to perform and the skills the student is unable to perform will be gathered through functional assessment and included in an evaluation report. The identified skills will be included in the student's present levels of performance in order to develop their IEP.</p> <p>What data will be given to SEP to verify this objective? 50% of all initial and reevaluations conducted during the 6 month reporting period will be spot checked. The total number of files reviewed and the number of evaluation reports that include functional assessment skills that link to present levels of performance will be reported to SEP.</p> | <p>December 31, 2004</p> | <p>Psychologists Educators Education Coordinators</p> | <p>Met August 13, 2004</p> | |
| <p>Please explain the data (6 month) At SFCH, of 32 initial evaluations/placements, 11 were determined not eligible for special education services; 3 were addendums only as they were returning right away to school district; 4 were transferred or were discharged before 60 days, leaving 15 files to review. Eight files were reviewed and 100% had parental input statements; 100% had reporting on functional assessment, 50% had statements regarding how the disability affects the student's involvement/progress in the general curriculum.</p> <p>At BHCH, of 19 files reviewed, 3 were determined not eligible for special education services. Eight files were reviewed and 100% had parental input statements; 100% had reporting on functional assessment, and 88% had statements regarding how the disability affects the student's involvement/progress in the general curriculum.</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |

6 month reporting date 8/12/04 X
 12 month reporting date 2/12/05
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| <p>2. What will the district do to improve? The present levels of performance will include a statement regarding the student's involvement/progress in the general curriculum and parent input.</p> <p>What data will be given to SEP to verify this objective? 50% of the IEPs developed during the 6 month reporting period will be spot checked. The total number of files reviewed and the number of present levels of performance statement that include parent input and the students involvement in the general curriculum will be report to SEP.</p> | <p>December 31, 2004</p> | <p>Educators Education Coordinators</p> | <p>Met August 13, 2004</p> | |
| <p>Please explain the data (6 month) At SFCH, eight files were reviewed and 100% had parental input statements; 100% had reporting on functional assessment, 50% had statements regarding how the disability affects the student's involvement/progress in the general curriculum. At BHCH, eight files were reviewed and 100% had parental input statements; 100% had reporting on functional assessment, and 88% had statements regarding how the disability affects the student's involvement/progress in the general curriculum.</p> | | | | |
| <p>Please explain the data (12 month)</p> | | | | |
| <p>3. What will the district do to improve? CHS education staff will receive training on the use of functional assessment information in the development of present levels of performance, documenting the student's involvement in the general curriculum and parent input.</p> <p>What data will be given to SEP to verify this objective? The date of the in-service and who participated will be reported to SEP.</p> | <p>December 31, 2003</p> | <p>Educators Education Coordinators Psychologists</p> | <p>Met August 13, 2004</p> | |

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Please explain the data (6 month) Tana Clark, Special Education Teacher at the BHCH, conducted an in-service on functional assessment for BH staff on October 22, 2003. Tana's files were reviewed during our on-site review and the reviewer commented that her functional assessment and present levels of performance were good examples of what the State Office of Special Education was looking for. BHCH staff in attendance were Tara Chaka, Ruth Butler, Marrissa Carling, Michelle Huber, Vince Haffner, Greg Riley and Tana Clark. Tan presented the same in-service to the SF staff on October 24, 2003. SFCH staff in attendance were Barb Avery, Matt Alley, Cheryl Lundin, Steve McFarland, Kevin Steele, Kay Francis, Greg Ford, Sonya Lietha, Janet Roesler, Kim Kersbergen and Kristin Foiles.

Barb Avery also provided in-service training on functional assessment, present levels of performance and what needs to be included on this page of the IEP, and transition service requirements for students 12 and over on Wednesday, June 1st during break week in-service. Those attending were Steve McFarland, Matt Alley, Cheryl Lundin, Kate Hepner, Sonya Lietha, Kim Kersbergen, Scott Larson, Kristin Foiles, Janet Roesler, Jessica Huisman, Todd Miller, Jamie Vosika, Kay Francis, Michelle Banghart, Misty Magnuson, Bridget Oveson, Kathy Iverson and Jenny Thomas.

Children's Home Society has adapted a functional assessment form from the Rapid City School District that will be used as part of their educational evaluation.

Please explain the data (12 month)

Principle: 5 Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

24:05:27:01:03 Content of individualized education program

For each student beginning at age 14, or younger if necessary, the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. A coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests. Through interview and file review the monitoring team found student transition needs and services are not addressed in CHS policy and procedure. Transition service needs are not considered for students younger than age 14.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The agency ensures the IEP contains all required content.

6 month reporting date 8/12/04 X
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 Closed 4/18/05

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

CHS policy and procedures will be developed regarding the provision of transition services.

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | 6 month progress Record date objective is met | 12 month progress Record date objective is met |
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| <p>1. What will the district do to improve? CHS will work with staff from the transition liaison project to develop the required transition procedures. Transition policies and procedures will be developed and added to the agency comprehensive plan. Agency staff responsible for IEP development will receive training on how to incorporate the process in the IEP.</p> <p>What data will be given to SEP to verify this objective? CHS will submit the dates and who attended the transition planning/development meetings. Staff training dates and who attended will also be submitted to SEP.</p> | December 31, 2004 | Transition Specialist and CHS Staff | Met August 13, 2004 | |

6 month reporting date 8/12/04 X
12 month reporting date 2/12/05
Closed 4/18/05

Please explain the data (6 month) Kay Francis, CHS Special Education Teacher for grades 5,6,and 7 and Barbara Avery, Assistant Education Director attended the workshop entitled "Making Transition Work in South Dakota" featuring Ed O'Leary on Thursday, April 1st at Sioux Vocational Services Training Center in Sioux Falls. This workshop was sponsored by the Sioux Falls School District, Transition Services Liaison Project, and the Special Education Programs Office.

On Tuesday, June 5th, Kay and Barb met with Lynn Bauska, Teacher Assistant in the 5,6, and 7th grade classroom and Kristin Foiles to set goals for transition for SFCH and to develop policies and procedures. Kristin recently took a class at Augustana on transition planning. This group reviewed the transition planning provided by the Office of Special Education, as well as information on Student-Led IEPs.

Transition services were addressed during in-service training on June 1, 2004. Those in attendance were: Steve McFarland, Kate Hepner, Scott Larson, Matt Alley, Sonya Lietha, Kristin Foiles, Cheryl Lundin, Kim Kersbergen, Janet Roesler, Jessica Huisman, Kay Francis, Bridget Oveson, Todd Miller, Michelle Banghart, Kathy Iverson, Jamie Vosika, Misty Magnuson, and Jenny Thomas

Staff at the Black Hills campus will be trained via video conference on September 1, 2004.